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ABSTRACT

This report evaluates Boston's Title I Elementary Reading and Mathematics School Programs for 1980-81. Ninety-eight percent of students enrolled in the programs received Title I instruction five days a week. Instruction was highly individualized, and teachers and aides used individualized daily planning. On the average, students attended school on about 80 percent of the possible days of service. Overall, test results on the math program, for all grades, and for public, private, and parochial schools, were uniformly favorable. As a total group, students made reading gains at all grade levels. Some differences were found among the subgroups, however. The program's efficiency and effectiveness, in terms of selection and scheduling, administration, curriculum and instruction, communication, facilities and materials, and student progress were for the most part rated positively by all concerned. Parental involvement, however, received positive ratings only from Parent Advisory Council (PAC) members and parents. Overall, compliance with federal guidelines concerning school PACs was observed. (CMG)

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ED238960

Boston Public Schools
1980-81 School Year

Final Evaluation Report

Title I Elementary School Reading and Mathematics Programs

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Prepared by

Public Affairs Research Institute
Wellesley, Massachusetts

submitted to

The School Committee of the City of Boston
Department of Title I Programs
Office of Research and Evaluation

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PROJECT DESCRIPTION

Status

During 1980-81 the Title I elementary school program operated in 122 elementary schools -- 92 public, 28 parochial and 2 private. (See Table 1.) Students were enrolled from grades 1-6 in the public schools and grades 1-6 in the parochial and private schools. The staff of the elementary Title I program consisted of an Associate Director, 5 Assistant Directors (Administration), 5 Assistant Directors (Staff Development), a Staff Development advisor or liaison to the parochial schools, and 225 teachers and 225 paraprofessionals. (Changes in staff development personnel assigned to Title I occurred near the end of February because of personnel changes in the school system. Four of the five Assistant Directors - Staff Development who had been with the program many years were transferred and four new persons assigned. All of these recently assigned staff development personnel had many years of experience in the school system in this role.) A Community Relations component, which served the entire Title I project, was responsible for parent involvement activities in the elementary school program.

Most of the teachers taught reading (194½/86%); while 14% (30½) were math teachers. (A few teachers taught both reading and math.) According to the Associate Director about 40 teachers were new to the Title I program this year, though all were experienced teachers.

Table 1

Overview of Boston Title I
Elementary School Program*

Program		Schools	Teachers	Paraprofessionals
Reading	Public	92	152	152
	Parochial	28	41	41
	Private	2	1½	1½
Total		122	194½	194½
Mathematics	Public	23	23	23
	Parochial	7	7	7
	Private	1	½	½
Total		31	30½	30½

*Based on figures provided by the Title I Office, February, 1981.

The program was implemented at the opening of school in September. After an orientation, teachers reported to their schools to begin the selection process. For the most part teachers began Title I instruction by the end of September; the few exceptions as reported by teachers were ten starting in October, three in November, and two in December. It should be noted that three new elementary level teachers were added on December 1 when additional funding became available. Over 90% of the teachers responding to a questionnaire reported that their paraprofessionals were available to begin work with them at the beginning of school in September. Less than 10% of the paraprofessionals were new to the Title I program this year.

Selection

A thorough selection process has been developed and used over a number of years. Using data from recent standardized test scores combined with such factors as teacher judgment and past performance, teachers completed a weighted checklist for each child. Teachers then prepared a master list on which students were ranked by their checklist scores. The highest ranked students were selected to participate in Title I instruction. Documentation is provided for each checklist item, and Title I administrators verified the selection process in each school.

Instruction

The proposal called for reading and math teachers, assisted by a paraprofessional, to meet daily with groups of eight students in six 45 minute periods. The structure of the NCEC Reading Labs, which were located in three of the schools, permitted serving larger numbers (100-180) in 50 minute periods. The average caseload reported by teachers at mid year was 42-43 students. Tables 2 and 3 show the distribution of services in terms of days and hours per week as reported by the teachers in February.

All but a few students received Title I instruction five days per week. About one percent were served four days per week. (The few remaining exceptions (less than 1%) were reported by only one reading teacher and two NCEC Lab teachers.)

In fulfillment of proposal requirements, 95% of the students were scheduled in Title I classes for 3½-4 hours per week, according

Table 2

Amount of Instruction - Days per Week

Number of Days	Percent of Students
5	98
4	1
3	< 1
2	< 1
1	< 1

Table 3

Amount of Instruction - Hours per Week

Number of Hours	Percent of Students
4 or more	32
3½	63
3	4
2½	1
2 or less	0

to teachers' reports. Nearly one-third of the students received Title I instruction for four or more hours per week. About two-thirds of the students were served 3½ hours per week. The remaining 5% received 2½-3 hours per week of instruction.

Instruction followed the highly individualized model developed and refined by Title I staff over a number of years.

Placement and diagnostic tests were used, and skill profiles in reading or math prepared for each child. The diagnostic tests and skill profiles were based upon a comprehensive set of performance objectives established for the program. Individualized daily planning for teachers and aides was utilized, and the instructional process was monitored regularly by Title I administrative and staff development personnel.

In-service Training

Training began with an orientation for teachers and aides at the beginning of the school year. New Title I teachers received two days of orientation to acquaint them with the Title I instructional procedures. Paraprofessionals also attended a training session under the direction of the Assistant Director - Aides at this time. The aides' training focused on human relations as well as instructional issues.

In the spring, teachers and aides attended workshops conducted by the Assistant Directors - Staff Development, but based upon the staff's input. Four separate workshops were held in March to accommodate the reading teachers from two or three districts at a time. All math teachers attended a single workshop also in March. The reading workshop focused on teaching comprehension; the math on metrics. Both included sharing of ideas on helping students become independent and developing long and short term memory.

EVALUATION DESIGN

The evaluation was designed to help improve the on-going program, and to assess accomplishments at the end of the year. Through an interim report the Title I staff was given information useful for making revisions. The evaluation procedure is described below, and summarized in Figure 1.

1. Cognitive gains were measured through administration of standardized achievement tests. Testing intervals were either October, 1980 to May, 1981 or May 1980 to May 1981. Gains from pre- to posttest were analyzed by a t-test for correlated data. The standards for implementing Title I evaluation Model A guided the testing program. (Some difficulties were encountered in meeting all of Model A's standards for the reading data because of the mixed testing dates; these are discussed further under Student Outcomes.)

2. Using instruments designed specifically for each task,
   a. Title I classrooms were observed in the spring;
   b. Title I teachers and principals of Title I schools were interviewed:
   c. Title I teachers and aides completed an open-ended questionnaire in February;
   d. program documents and procedures (project proposal, selection criteria, enrollment records, PAC minutes, etc.) were examined.

Figure 1: Procedures, instruments, and sources of the evaluation information.

Sources \ Evaluation Procedures and Instruments	Observation	Unstructured Interviews	Structured Interviews	Closed-ended Questionnaires	Open-ended Questionnaires	Records (student enrollment, selection criteria, schedules, etc.	Standardized Achievement Tests
Title I Teachers	X		X	X	X	X	
Title I Paraprofessionals	X	X		X	X		
Project Administration		X				X	
Principals		X		X			
Classroom Teachers				X			
Parent Advisory Council	X		X	X		X	
Students	X					X	X
Parents				X			

3. In May, specially designed questionnaires were administered to Title I personnel, principals, PAC members, and a sample of classroom teachers and parents of Title I students.

This evaluation report includes a description of the program, achievement gains from pretest to posttest; results from questionnaires and observations of instruction; attendance data; and data concerning PAC activities -- presented in that order. Recommendations for next year complete the report. (Analysis of achievement of performance objectives as rated by teachers is presented under separate cover.)

STUDENT OUTCOMES

Reading

Given an individualized 45-minute instructional period, five days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate level of the Metropolitan Achievement Reading Survey Test.

Math

Given an individualized 45-minute instructional period five days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate level of the California Achievement Test, Mathematics, Form C.

Standardized Test Findings

Reading

As a measure of reading achievement, the reading survey test of the Metropolitan Achievement Tests (1978) were administered before and after the program. The dates for administration of the reading test were mixed, with some comparisons possible between the fall, 1980-spring 1981 testings, and other comparisons between testing in spring 1980 and spring 1981. The overall findings reveal average NCE gains of one or more in all but five of twenty-four possible comparisons. As a total group, Title I students gained in NCE score and percentile standing at all grade levels 2-6. Some differences were found among the sub-groups

which form the total program. Average gains among public school students were most consistent and, in general, larger than the other groups. Sixth grade parochial school students and fifth grade private school students showed the largest gains. Declines were recorded for one or two grades among the Parochial, Private, and NCEC Lab groups.

Mathematics

The overall findings in the mathematics program were uniformly favorable, with NCE gains greater than one on subtests and total math scores, across all grades and groups. These findings are based on pretest and posttest comparisons of scores on the California Achievement Tests administered in the fall and the spring.

Discussion of Test Results

Reading

This year the Title I testing program was determined by the testing done by the public schools on a city-wide basis. City-wide testing was done in December, 1980 in grades 3, 4, and 5 in the public schools for purposes of selecting students for advanced work classes. Because of this testing, the Title I program was directed not to conduct its usual October pretesting of students in these grades. Rather, pretest data for grades 3, 4, and 5 in the public schools (including NCEC schools) were obtained from last year's city-wide administration of the Metropolitan Achievement Test in the spring of 1980. Public school students in grades 2 and 6 were pretested in October, as were parochial and private school students. All Title I students were posttested in May, 1981. Thus, the

testing intervals were mixed for the different Title I subgroups as follows:

Group	Grade	Testing Interval
Public Schools	2	Fall '80 to Spring '81
	3	Spring '80 to Spring '81
	4	Spring '80 to Spring '81
	5	Spring '80 to Spring '81
	6	Fall '80 to Spring '81
NCEC Public Schools	2	Fall '80 to Spring '81
	3	Spring '80 to Spring '81
	4	Spring '80 to Spring '81
	5	Spring '80 to Spring '81
Parochial Schools	2	Fall '80 to Spring '81
	3	Fall '80 to Spring '81
	4	Fall '80 to Spring '81
	5	Fall '80 to Spring '81
	6	Fall '80 to Spring '81
Private Schools	2	Fall '80 to Spring '81
	3	Fall '80 to Spring '81
	4	Fall '80 to Spring '81
	5	Fall '80 to Spring '81
	6	Fall '80 to Spring '81

The scores on the Metropolitan Achievement Tests were analyzed by grade and group within the Title I program to determine if gains were made, and whether the gains were statistically significant. Students' percentile scores were converted to NCE scores for analysis because Metropolitan Scaled Scores were not available for all groups. Table 4 summarizes the findings, reporting pre and post means for NCE's and percentiles, and gains in percentiles and NCE scores. Figure 2 displays graphically the changes in scores.

(NCE scores are Normal Curve Equivalent scores, a score with a mean of 50 and a standard deviation of 21.06. The scale was developed and disseminated by the U.S. Office of Education. The NCE

scale closely resembles the percentile distribution, hence has the interpretive qualities similar to percentile scores. However, the scale is also an equal interval scale and can be used in arithmetic calculations, while percentiles cannot. Because of the equal interval scaling, it is also best suited to graphical presentations, hence, this year graphical representations of changes are presented in terms of NCE scores. The NCE scale permits percentile scores from any norm referenced test to be transformed to an NCE score. These scores can then be aggregated across the state or country to determine the overall impact of Title I. According to OE materials, "Whenever an evaluation shows an NCE gain greater than zero, it means that the Title I pupils profitted from participation in the project. In general, the larger the NCE gain, the more effective the project.")

The table indicates that the students entering the program had percentile standings well below the average (50th) percentile. The gains shown for 20 of the 24 comparisons indicate that the participants moved up in their standing on national norms; the increase for all participants combined ranged from four to thirteen centiles.

Both in percentile standing and in NCE scores, the students in the public schools achieved gains noticeably stronger than students in the other groups listed. The table shows also that the students in parochial schools entered and finished the program year with percentile standings and NCE scores that were slightly higher than those of students in the other categories of schools.

Table 4

Summary of Percentile and NCE Scores in Reading on the Metropolitan Achievement Test

	N	%ile Pre	%ile Post	%ile Gain	NCE Pre	NCE Post	NCE Gain
PUBLIC SCHOOLS							
Grade 1	879		38			43.7	
2[a]	875	22	32	10	33.7	40.1	6.4*
3[b]	988	21	26	5	33.0	36.4	3.4*
4[b]	1122	24	27	3	34.8	37.4	2.6*
5[b]	1209	21	29	8	32.8	38.2	5.4*
6[a]	8	26	35	9	36.2	41.7	5.5*
PAROCHIAL SCHOOLS							
Grade 1	309		39			44.0	
2[a]	288	34	34	0	41.5	41.2	-0.3
3[a]	291	30	31	1	38.8	39.7	0.9
4[a]	289	29	32	3	38.4	40.4	2.0*
5[a]	267	25	29	4	35.5	38.6	3.1*
6[a]	192	23	36	13	34.5	42.6	8.1*
PRIVATE SCHOOLS							
Grade 1	7		37			43.3	
2[a]	8	19	28	9	31.9	37.7	5.8
3[a]	11	22	22	0	33.9	33.5	-0.4
4[a]	8	17	15	-2	30.3	28.6	-1.7
5[a]	3	12	23	11	25.5	34.1	8.6
6[a]	5	22	30	8	34.0	38.7	4.7
NCEC SCHOOLS							
Grade 1	17		88			75.1	
2[a]	14	37	35	-2	43.3	41.8	-1.5
3[b]	39	14	19	5	27.2	31.9	4.7
4[b]	50	22	30	8	33.9	39.2	5.3
5[b]	52	21	27	6	33.0	36.9	3.9*
ALL PARTICIPANTS**							
Grade 1	1212		39			44.2	
2[a]	1185	25	32	7	35.7	40.3	4.6*
3[c]	1329	23	27	4	34.7	37.4	2.7NA
4[c]	1469	25	29	4	35.5	38.0	2.5NA
5[c]	1531	21	29	8	33.3	38.1	4.8NA
6[a]	205	23	36	13	34.5	42.5	8.0*

[a]Fall '80 to Spring '81 test interval

[b]Spring '80 to Spring '81 test interval

[c]Combined Fall to Spring and Spring to Spring groups

*Statistically significant gain

NA Statistical tests not applicable for this group

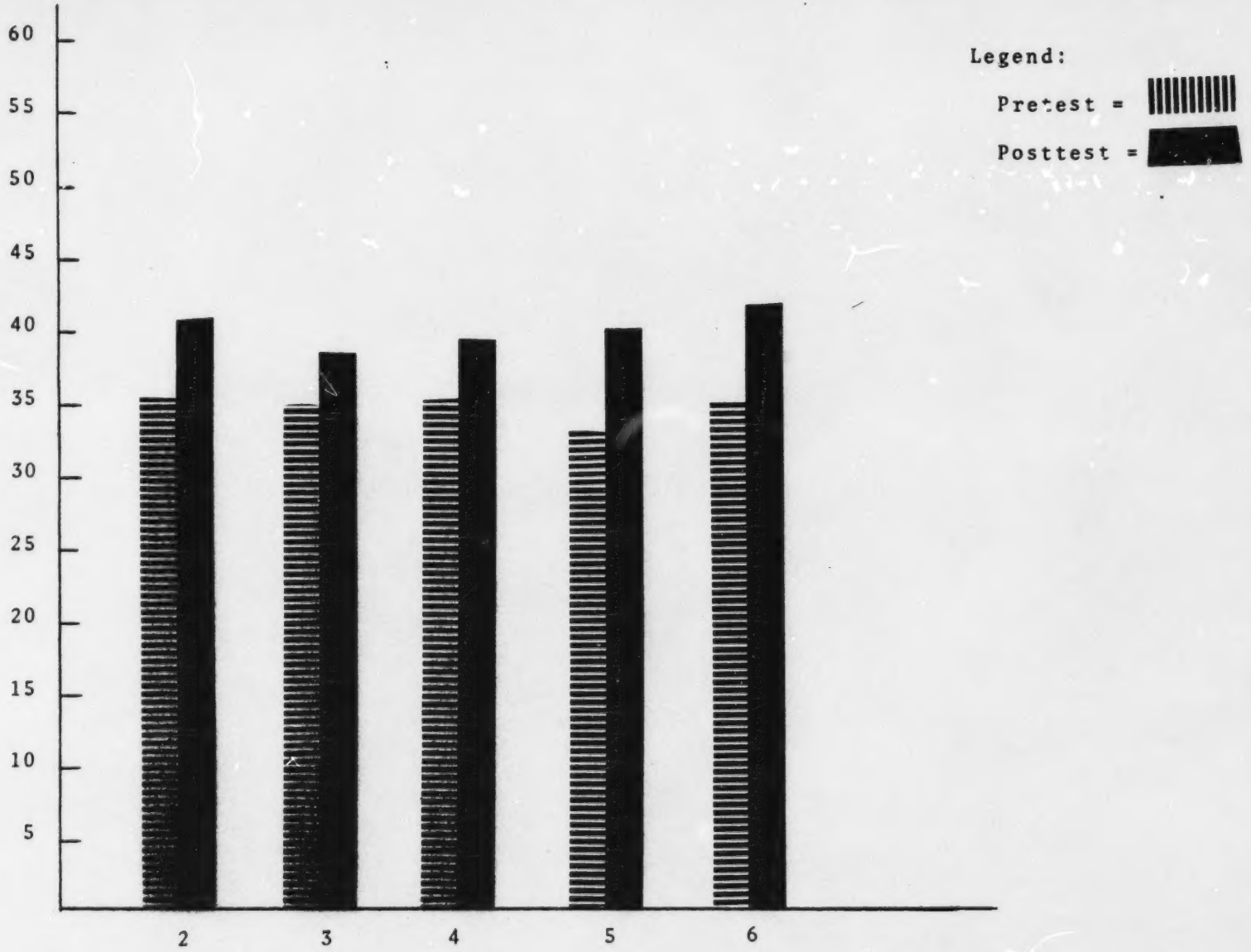


Figure 2. NCE Gains in Reading, Grades 2-6.

In the parochial schools, statistically significant gains in NCE score were found in grades 4, 5 and 6. Although a gain of .9 NCE and one percentile was shown in grade 3, it was not statistically significant. The slight decline in NCE of 0.3 in grade 2 was also not statistically significant. (A decline in grade 2 scores was found in 1979-80 also.)

Because of the small number of students in each grade, statistical significance was not found for any grade levels in the private school group. However, large gains in NCE scores were recorded for grades 2, 5, and 6, while slight declines were found in grades 3 and 4.

NCEC schools tended to follow the pattern of strong growth shown last year in grades 3-5, along with a decline in scores in grade 2.

When all groups are combined, all grade levels show large NCE (from 2.5 to 8.0) and percentile gains (from 4 to 13). However, the reader will note, only in grades 2 and 6 do the combined data represent the same test interval (Fall '80 to Spring '81). In grades 3, 4, and 5, two test intervals are represented -- both Fall '80 to Spring '81 and Spring '80 to Spring '81 -- reducing the usefulness of these data. The reader is encouraged to refer to the results for the separate groups for these grade levels.

Mathematics

The California Achievement Tests were used to measure achievement in mathematics. Tests were administered to all Title I students in October and May. (Statistical analyses were performed

by the test publisher for public school students and for the other groups by the evaluators. Standard scores were used for the analyses.) A comparison of pretest and posttest scores on the Computation subtest (Table 5) demonstrates that Title I students in all grades surpassed the objective. (Not included in this discussion, but listed in the tables, are the findings on five students in a private school. Though they showed either no change, or slight gains on NCE scores, the low number of participants means that statistical findings must be interpreted with caution.) All gains were large, but students in grade 4 in the public schools and grade 6 in the parochial schools made the highest gains in Computation scores, with NCE gains of 21.4 and 21.9, respectively. Average NCE gains for all grades and all participants ranged from 9.2 to 21.9. On the Concepts and Applications subtest (Table 6) all NCE gains were statistically significant, with the most dramatic change occurring in grade two of the public schools: an NCE gain of 17.6; the highest NCE gain in the other three grades was 9.5, in grade four. The total Math scores (Table 7) reflect the significant gains on the subtests. For combined schools, the average NCE gains in Total Math ranged from 4.9 in grade three to 15.4 in grade two. The gains are portrayed in Figure 3. Further patterns of interest can be noted in the consistently higher pre and posttest scores and lower gains shown for grade three, in the subtests and total math scores, across all schools, and the high pretest scores for grades 3 and 4 in the parochial schools.

For those grades in which data on changes are available (grades two through six), the strongest posttest percentiles are found in the computation subtest, and the lowest are found in the concepts and applications subtest.

Table 5

Summary of the Percentile and NCE Scores in Mathematics on the California Achievement Test - Computation

	N	%ile Pre	%ile Post	%ile Gain	NCE Pre	NCE Post	NCE Gain *
PUBLIC SCHOOLS							
Grade 1	34		65			58.1	
2	125	30	51	21	39.0	50.5	11.5
3	130	39	57	18	44.1	53.7	9.6
4	168	30	68	38	39.0	60.4	21.4
5	135	32	58	26	40.1	54.2	14.1
PAROCHIAL SCHOOLS							
Grade 1	32		97			89.6	
2	31	30	55	25	39.0	52.6	13.6
3	35	44	59	15	46.8	54.8	8.0
4	44	54	64	10	52.1	57.5	5.4
5	40	21	50	29	33.0	50.0	17.0
6	25	24	63	39	35.1	57.0	21.9
PRIVATE SCHOOLS							
Grade 4	5	42	52	10	48.8	51.1	2.3NS
ALL PARTICIPANTS							
Grade 1	66		87			73.4	
2	156	30	52	22	39.0	50.9	11.9
3	165	40	57	17	44.7	53.9	9.2
4	217	35	67	32	41.9	59.6	17.7
5	175	29	56	27	38.5	53.2	14.7
6	25	24	63	39	35.1	57.0	21.9

*All of the gains listed below are statistically significant beyond the .01 level, save for one exception, marked NS.

Table 6

Summary of the Percentile and NCE Scores in Mathematics on the California Achievement Test - Concepts and Applications

	N	%ile Pre	%ile Post	%ile Gain	NCE Pre	NCE Post	NCE Gain*
PUBLIC SCHOOLS							
Grade 1	34		51			50.5	
2	127	15	42	27	28.2	45.8	17.6
3	128	37	40	3	43.0	44.7	1.7
4	164	21	36	15	33.0	42.5	9.5
5	128	18	30	12	25.3	29.9	4.6
PAROCHIAL SCHOOLS							
Grade 1	32		94			82.7	
2	31	21	30	9	33.0	39.0	6.0
3	34	40	42	2	44.7	45.8	1.1
4	44	38	42	4	43.6	45.8	2.2
5	39	17	24	7	29.9	35.1	5.2
6	24	25	39	14	35.8	44.1	8.3
PRIVATE SCHOOLS							
Grade 4	5	64	64	0	57.5	57.5	0 NS
ALL PARTICIPANTS							
Grade 1	66			78		66.1	
2	158	16	40	24	29.1	44.5	15.4
3	162	38	40	2	43.4	44.9	1.5
4	213	25	38	13	35.8	43.5	7.7
5	167	13	18	5	26.4	31.1	4.7
6	24	25	39	15	35.8	44.1	8.3

*All of the gains listed below are statistically significant beyond the .01 level, save for one exception, marked NS.

Table 7

Summary of the Percentile and NCE Scores in Mathematics on the California Achievement Test - Total Math

	N	%ile Pre	%ile Post	%ile Gain	NCE Pre	NCE Post	NCE Gain*
PUBLIC SCHOOLS							
Grade 1	34		60			55.3	
2	118	22	49	27	33.7	49.5	15.8
3	124	37	47	10	43.0	48.4	5.4
4	163	23	43	20	34.4	46.3	11.9
5	128	21	42	21	36.5	45.8	9.3
PAROCHIAL SCHOOLS							
Grade 1	32		98			93.2	
2	30	20	42	22	32.3	45.8	13.5
3	34	43	49	6	46.3	49.5	3.2
4	44	44	48	4	46.8	48.9	2.1
5	39	16	30	14	29.1	39.0	9.9
6	24	26	50	24	36.5	50.0	13.5
PRIVATE SCHOOLS							
Grade 4	5	48	54	6	48.9	52.1	3.2 NS
ALL PARTICIPANTS							
Grade 1	66		87			73.7	
2	148	21	48	27	33.4	48.8	15.4
3	158	38	47	9	43.7	48.6	4.9
4	158	27	44	17	37.3	47.0	9.7
5	167	24	39	15	34.8	44.2	9.4
6	24	26	50	24	36.5	50.0	13.5

*All of the gains listed below are statistically significant beyond the .01 level, save for one exception, marked NS.

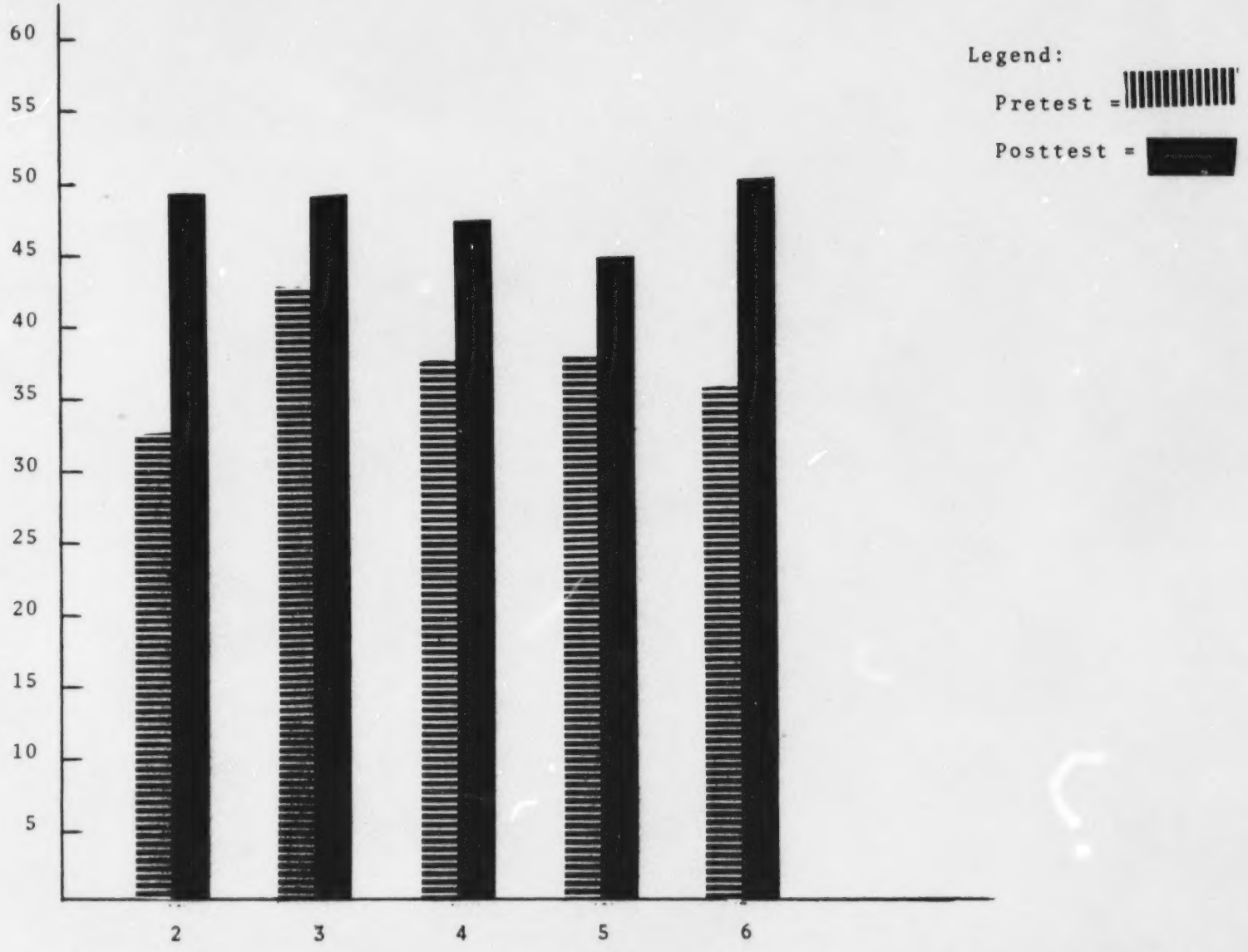


Figure 3. NCE Gains in Math, Grades 2-6.

PROGRAM OPERATIONS

Questionnaire Results

The evaluation results presented below are based upon the administration of questionnaires to all Title I teachers, paraprofessionals, principals, and PAC members. The Title I teacher serving as evaluation coordinator in each school was asked to select a sample of five classroom teachers and two parents to complete questionnaires. School personnel and PAC members completed the same questionnaire; addressing issues of selection and scheduling, administration, curriculum and instruction, communication, facilities and materials, student progress, and parental involvement. Parents completed questionnaires addressing issued of student progress and parental involvement. Student completed questionnaires addressing the issue of student progress. The number of questionnaires distributed and returned is shown in Table 8.

Table 8

Distribution and Return of Questionnaires

Group	Number Distributed	Number Returned	Percent of Returns
Title I Teachers	225	213	95
Title I Paraprofessionals	225	168	75
Classroom Teachers	610	430	70
Principals	122	85	70
PAC Members	41	9	22
Parents	244	109	45

Table 9 and Figure 4 profiling the average response of each group on these specific operational issues form the basis of a discussion identifying significant response patterns. Next follow specific findings -- including relevant comments -- requiring consideration or action.

The maximum mean response is 5.0, the minimum is 1.0. (Parent and student mean responses have been converted to the same scale.) Mean responses on specific topics may be interpreted as follows:

1.0 = VERY NEGATIVE (very poor, unsuccessful, great need for improvement)

2.0 = NEGATIVE (poor, limited success, substantial need for improvement)

3.0 = MEDIAL (fair, somewhat successful, moderate need for improvement)

4.0 = POSITIVE (good, successful, some need for improvement)

5.0 = VERY POSITIVE (excellent, very successful, no need for improvement)

General Response Patterns

Figure 4 and Table 9 present mean ratings of school personnel, PAC members, and parents on the Title I program's operational facets.

For the most part, the Title I program's efficiency and effectiveness of operation was rated positively by all concerned parties. The exception was the area of parental involvement, which received medial or fair ratings from Title I teachers (3.12),

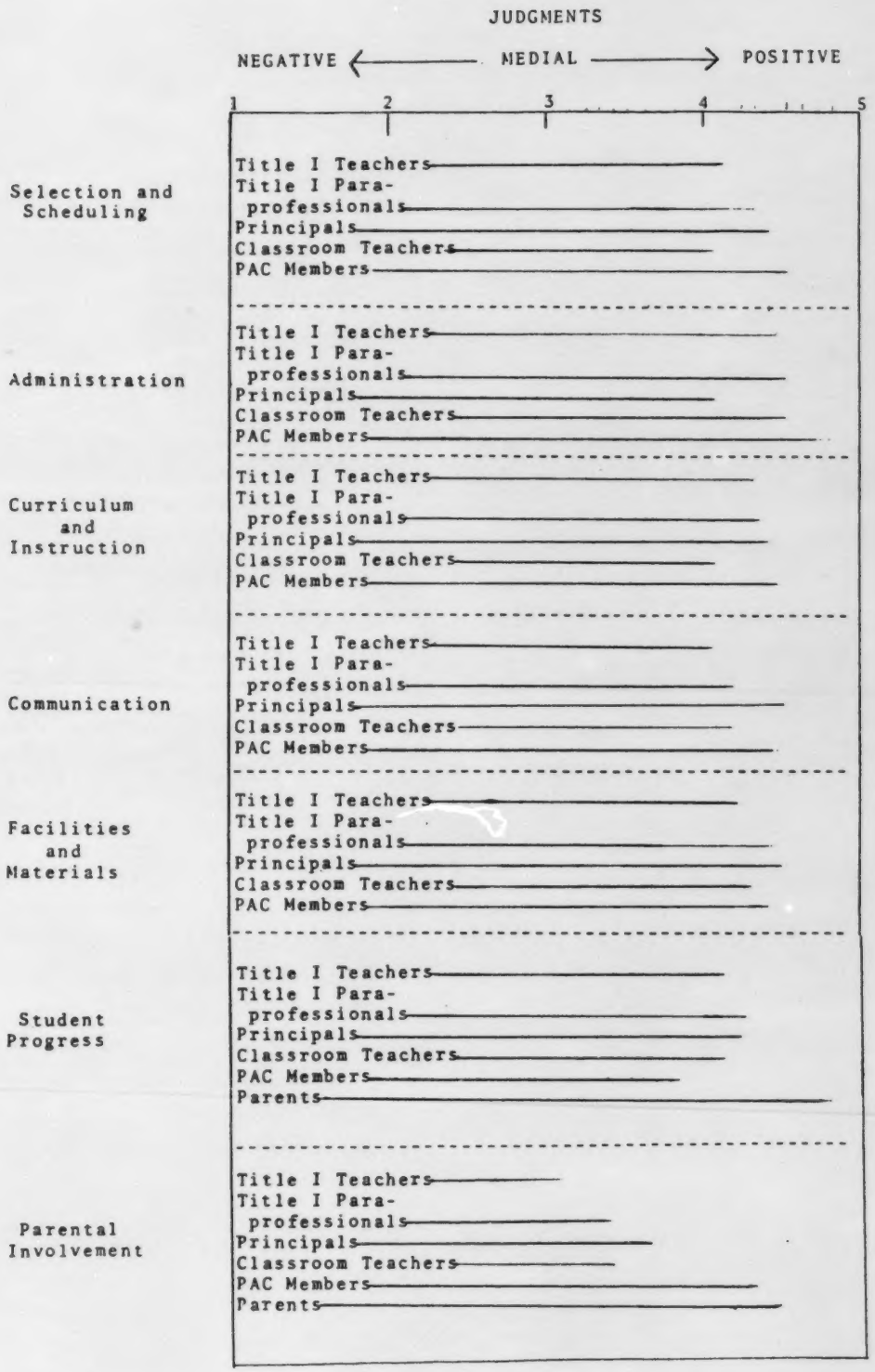


Figure 4. Judgments about Program Operations

Table 9

Mean Ratings Across Groups
and Across Instructional Components

Category \ Group	Title I Teachers	Title I Paraprofessionals	Principals	Classroom Teachers	PAC Members	Parents
Selection and Scheduling	4.13	4.33	4.32	3.99	4.50	-
Administration	4.43	4.52	4.00	4.57	4.91	-
Curriculum and Instruction	4.27	4.36	4.49	4.07	4.48	-
Communication	4.17	4.26	4.48	4.19	4.47	-
Facilities and Materials	4.28	4.39	4.52	4.34	4.44	-
Student Progress	4.21	4.26	4.30	4.09	3.89	4.90
Parental Involvement	3.12	3.35	3.56	3.41	4.33	4.39

Title I paraprofessionals (3.35), principals (3.56) and classroom teachers (3.41). Only PAC members and parents rated parental involvement highly (4.33 and 4.39). The most positive ratings were given to administration (4.91) by PAC members and Student Progress (4.90) by parents of participating children. Overall, the PAC members tended to judge the program most favorably of the groups. However, PAC members were also the only group to judge Student Progress slightly less than positive.

On the whole, Title I teachers and paraprofessionals appeared very satisfied with the operational facets of the program (other than parental involvement as previously noted). School personnel, particularly principals, were also quite pleased with the program's operation, including such areas as Selection and Scheduling (principals - 4.32, classroom teachers - 3.99) and Communication (principals - 4.48, classroom teachers - 4.19) which are often sources of difficulty in a Title I program.

Specific Findings

Listed below are specific findings regarding each operational category, followed by relevant comments.

Selection and Scheduling:

1. The clarity and appropriateness of criteria for selecting students, and scheduling students for the pull-out program were rated positively. The major exception was the only Title I teacher responding from a private school who rated these factors only fair or poor.
2. Concerns were expressed about
   a. the increase in the number of students served per teacher
   b. the emphasis on test scores in pupil selection
   c. the use of geo-codes in parochial and magnet schools.
3. Scheduling problems appeared to be minimal, but the concern for students missing subject matter and interference with the classroom schedule which are typical of Title I programs persist in some cases.

Comments:

A good program. Can't work unless student numbers are limited. 48 students per teacher is too many if individualization is to succeed. (Title I teacher)

8 students per period is too many--less opportunity for individualizing. (Title I teacher)

There should be more flexibility in the # of students per period. The strict adherence to 8 per period sometimes causes difficulty for the classroom teacher and this would not happen if you allowed the periods to be somewhat more flexibile as regards numbers. (Title I teacher)

Eight students with heavy problems, with no planning time in our program, leaves an overabundance of work done at home! (Title I teacher)

40th percentile too rigid - teacher observation/ opinion not sought. (Title I teacher)

Teacher judgment should play a bigger part in the selection process. (Principal)

One test is not a completely true picture of child's ability and knowledge. (Title I teacher)

Change guidelines for admitting and discharging pupils. Give principal more say in selection. (Principal)

Cutting membership at a particular percentile is too restricting. Further, a child who reaches grade level should be allowed to remain one more year to ensure maintenance of skills. (Principal)

I have many students who scored above the 40% in the first grade reading test who cannot read. They are not eligible for Title I services but cannot receive them. (I teach second grade.) (Classroom teacher)

Teachers should be able to select students for Title I reading based on classroom work. Test scores are poor indicators of classroom success. Many children score high on tests and cannot go to Title I reading when they are actually in great need of extra reading help. (Classroom teacher)

I feel that the classroom teacher should have some say in who should be served by Title I, not just the results of a reading test. (Classroom teacher)

It is too bad that some underachievers are not eligible for Title I, as their test results preclude their entering the program. Some people who

do well on tests still need or could profit from this program. (Classroom teacher)

One great problem for the classroom teacher is the time children lose when they leave the room - often when critically important instruction is being given. In theory this is supposed to be okay, in reality it's rotten. So many children are leaving for so many problems it is impossible to catch every child, and Title I is an additional factor for why some kids are "slipping thru" the cracks. (Classroom teacher)

It is my opinion that children participating in the Title I program miss too much of the regular classroom curriculum. (Classroom teacher)

This year it has been better than in the past. (I have been at different schools.) Overall, it is difficult to plan lessons so all students don't miss math or some enrichment subject (that most students prefer to extra reading time). If Title I were the only scheduling - it would be one thing. But a teacher has to consider various other programs, i.e. 766, etc. for other students - thus scheduling in general is difficult. (Classroom teacher)

Geo-coding should NOT be a criteria for selecting - it should be based upon academic need! (Classroom teacher)

I wish there were more teacher evaluation than going by the geo-code. (Classroom teacher)

Geo-code should be eliminated as a criteria for selection. (Principal)

In a magnet school every child, regardless of address, should be eligible if they meet other criteria. (Principal)

Title I very often conflicts with regular schedule. (Principal)

Interference was minimal and benefits were truly great. (Classroom teacher)

Children may need both math and reading skills work yet are restricted to one program. I

would like to see this restriction dropped. (Classroom teacher)

Program interfered with reading in my classroom every day. (Classroom teacher)

Administration: Negative judgments or comments about administration of the program, including clarity of Title I guidelines and procedures, the role and duties of staff, and supervision were rare. Supervision has always been a positive feature of the Title I program and continued to receive favorable ratings. However, the change in supervisory personnel was noted and Title I teachers were anxious, but their judgments about new staff were reserved until they had more contact.

Comments:

Very specific and well organized. (Title I teacher)

Beautifully organized. (Title I teacher)

I feel the program is run very efficiently. (Principal)

The organization, training and maintenance of this program has been consistently high. Children's progress has reflected this. Title I Teachers and Admin. have worked well. It is hoped that these standards will remain. (Principal)

Title I has to receive an excellent rating for its organization, training and supervision of teachers. Our students are excited about the Title I portion of their day. (Principal)

Fewer guidelines, less paper work would be helpful! (Principal)

Supervision was good - but personnel changes did not help program. (Principal)

Even though there has been some change in personnel, communication and supervision is ongoing. (Principal)

"5" represents prior staff. With new personnel I am not yet in a position to judge. (Title I teacher)

My supervisor is just fantastic. My needs, questions are always taken care of. (Title I teacher)

I don't think this supervision could be improved. I feel free to discuss problems without fear of being criticized for having them. My supervisor in particular gave me usable hints. (Title I teacher)

The supervision and assistance is great! (Title I teacher)

Although she left big shoes to fill, a suitable replacement, sensitive to the peculiar needs of the parochial program, should be found for Sr. Terence. (Title I teacher)

Curriculum and Instruction:

1. The clarity and appropriateness of the curriculum and the quality of instruction and the program received praise from all parties.
2. Coordination of Title I instruction with regular classroom instruction drew the most criticism and lowered the overall rating for the curriculum and instruction factor. Ratings of Title I teachers and classroom teachers tended to be slightly less than positive or good, with some need for improvement expressed. NCEC Lab teachers and teachers in the parochial schools appeared to express the most concern.
3. The importance of qualified and dedicated staff to the success of the program was stated repeatedly.

Comments:

Delighted with all aspects of program. Title I has always been a most integral part of our attempts to provide for the individual needs of pupils entrusted to our care. (Principal)

The Title I program at our school has taken those pupils who most need remediation and worked with them in ways that are far more extensive, intensive, and effective than anything that I, on my own, could have offered these children in an ordinary school setting. I am certain that in a Title I context the children that I am most concerned about get the kind of individual attention that I wish I could give them myself. (Classroom teacher)

Good scope and sequence. (Classroom teacher)

Title I is a needed program to help children meet the reading levels designed for them. With change in population that classroom teachers find before them supplementary reading programs are vital to meeting the needs of the children in achieving the basic skills needed to pass minimal competency tests and grade level curriculum!! (Classroom teacher)

Each student is levelled and usually makes the grade. (Classroom teacher)

Most excellent program. Enhances our school curriculum. (Principal)

A great program! I'm very pleased with both the reading and math. (Principal)

The Title I Program is the best help the classroom teacher could possibly receive for her slower readers. (Classroom teacher)

I think Title I is an excellent program to remediate a child's weaknesses in reading in a structured way every day. (Classroom teacher)

Ideal. We skip what a child doesn't need. (Title I teacher)

I see Title I as an extremely valuable program for remedial work. (Classroom teacher)

Really an asset to our school. (Classroom teacher)

Excellent - improves skills and attitudes. (Classroom teacher)

If any funds ever cut out of Federal budget, this should be the last cut! (Classroom teacher)

Some of the children were initially working a level below grade, thus coordinating curriculums wasn't always feasible. (Title I teacher)

Difficulty exists in meeting with classroom teachers except during lunch. (Title I teacher)

No planning time or time to meet classroom teachers. I'm on lunch alone...because I plan times in order not to interfere with class. (Title I teacher)

I think that one period (3 in all) should be allowed for my meeting with grade 1, 2 and 3 classroom teachers a week. (Title I teacher)

I don't believe there is enough coordination between the classroom and Title I. It seems that each Title I student is taking 2 totally separate reading programs during the course of the day from 2 different adults. This is not the Title I teacher's fault-it follows from the rigid Title I guidelines to use this series or that! There needs to be a formalized conference time to compare student's work and progress. (Classroom teacher)

Time doesn't exist. (Principal)

Lack of time for both Title I teacher and regular ed. teacher make coordination difficult. (Principal)

The nature (set-up) of the programs of the reading lab make it difficult to coordinate activities with the classroom. However, the instruction in the lab reinforces the skills that have been taught in the classroom, i.e. phonetic, comprehension, etc. (Title I NCEC Lab teacher)

Not enough correlation between Title I teachers and classroom teachers. What I mean is not enough feedback on both sides. (Classroom teacher)

On lower grade levels (1 and 2) children should be working on same system as used in classroom. Children at that level need the repetition. (Title I teacher)

Every effort is made to coordinate and to correlate. (Principal)

I was consulted regularly by the Title I Math teacher and given frequent progress reports which I appreciated. (Classroom teacher)

I gave each teacher a curriculum which they loved. I discuss what each student is doing each week. (Title I teacher)

Excellent. I have received much advice and materials. Both very helpful. (Classroom teacher)

Enough cannot be said about the positive, helpful attitude of the Title I staff. They are willing to take extra time to confer with parents when necessary and to offer help with problems at any time. (Classroom teacher)

A more effective plan for monitoring tenured teachers would benefit all, particularly students. Poor attendance and mediocre teaching seems to be tolerated if a teacher has tenure. In the long run, this must jeopardize the entire school system. (Principal)

What are the qualifications for a classroom reading aide? (Title I teacher)

My instructional aide is absolutely wonderful! (Title I teacher)

I would just like to comment on my view of the entire program in Title One; the staff at our school is <u>exceptional</u> and a <u>very</u> important part of the education of the students at this school. I hope the teachers at our school can remain without being affected by the 2½ occurrences. (Classroom teacher)

I have been very pleased with and grateful for the participation of the Title I program. They are very concerned and conscientious professionals. I am very concerned that we will lose their help in our Catholic schools since they are extremely valuable in students' progress. (Classroom teacher)

The Title I program, teachers and aides are an extremely important part of our school. (Classroom teacher)

Mrs. (teacher's name) is dedicated to her students. She has made a real difference in the reading levels of the children participating in her Title I Reading class. (Classroom teacher)

The Title I Program at St. (school name) is successful due to the excellent teachers, their aides and their dedication to the education of our students. I am hopeful our Program will remain intact. (Principal)

The Title I Program at St. (school name) is very successful as indicated above. The teacher and aide are dedicated, conscientious teachers who work very hard with our children. (Principal)

We have an excellent program here - due largely to the cooperation and dedication of our Title One teachers. (Principal)

I feel this program has been excellent and my child has progressed tremendously. Along with this, she has enjoyed this class and has never felt, and was never made to feel, that she wasn't as smart as the others. This is due to the excellent quality of her teachers. (Parent)

I hope the program will continue in spite of all these cutbacks. It is an outstanding program. (Parent)

"It's Great." (Parent)

Communication:

1. Communication between Title I personnel and school administration, and Title I personnel and Title I administration was generally praised. A Title I teacher from a private school was an exception.

2. Communication among Title I personnel was also lauded except by the NCEC Lab teachers who were not satisfied with the communication among themselves. Where Title I teachers were alone in a building, the concern for more communication with other Title I teachers may be an issue.
3. Title I teachers, particularly those in the public schools, tended to rate communication with parents as only fair or somewhat successful despite their efforts to reach parents.

Comments:

In this school, teachers are very cooperative and no difficulty is encountered. (Title I teacher)

Our principal couldn't be more responsive. (Title I teacher)

I am a regular teacher and find the cooperation and communication between regular staff and Title I staff to be extraordinary. Title I staff is always ready to accept suggestions and adapt curriculum to each student's needs. (Classroom teacher)

Title I and school principal do work together very well. (Title I teacher)

Fantastic relationship with Title I personnel in the school. Also with school faculty. (Title I Paraprofessional)

(Communication) nonexistent-only Title I teacher in school and no exchange other than Title I meeting. (Title I teacher)

I feel there should be more meeting with Title I teachers in other schools. (Title I teacher)

They (school administration) could spend more time with Title I people and the parents. (PAC Member)

I don't feel that there is enough communication between the two parties (Title I personnel and school administration) because of certain actions taken on Title I guidelines and rules without parents' involvement

My principal attends and speaks at our Title I parent meetings...parents like him and I find him terrific to work with. (Title I teacher)

Report cards are conscientiously prepared and messages are wholesome and encouraging. (Classroom teacher)

Lord, we have tried. Notes on papers, regular materials sent home. Little parent response. (Title I teacher)

Parents show little interest...Difficult to get answers to correspondence. (Title I teacher)

(Parental communication) needs some improvements in spite of many creative ideas applied. (Principal)

(Good) but there is always need for improvement. (PAC Member)

Facilities and Materials: Few problems with facilities or materials were reported, though as might be expected, there was some call for new or different materials.

Comments:

Excellent selection of materials. (Principal)

Program seems to offer a wide range of stimulating material to children. (Classroom teacher)

Especially well chosen and organized. (Principal)

Marvelous for the most part. I find the McCormick-Mathers worksheets somewhat weak, despite their elaborately organized container. But we have plenty of alternative materials. (Title I teacher)

More high-interest individualized material aimed at older students with primary grade skill deficiencies. (Title I teacher)

Well appointed, maintained where students meet with success, but in basement. (Principal)

Student Progress: There was agreement among all parties that students enjoyed going to Title I classes and that they made progress in their weak areas.

Comments:

It's very flattering when (occasionally!) some will opt for T-1 instead of the weekly movie! (Title I teacher)

Kids love to come to get the individual attention. (Title I teacher)

They look forward to it each day. The individualized program gives them an opportunity to succeed on their own levels. (Classroom teacher)

My other students wish they could go, too. (Classroom teacher)

I think you should have questionnaires for the children! They love the program. (Title I teacher)

They seem to like it and are always glad to go. (Classroom teacher)

My kids love it. (PAC Member)

My child has really enjoyed the special attention of the Title I teacher and has been doing much better in regular class. (Parent)

My child is very happy with this program. It is a good program thoroughly enjoyed by all the children. (Parent)

This program builds greater confidence as well as increases reading skills in students. (Principal)

The Title I program in my opinion has been an excellent resource for both teachers and students. The students appear highly motivated and as a result they improve academically. (Principal)

Our students have done exceptionally well. (Title I teacher)

Very noticeable improvement in all students. (Classroom teacher)

The Title one program has been very beneficial to my students' learning and has stimulated growth in both Reading and Math. (Classroom teacher)

I feel that Title I reading is definitely needed in our schools. I have seen a tremendous improvement in the children that attend Title I. (Classroom teacher)

The Title one program has helped my students tremendously. I hope the program will continue in our school. (Classroom teacher)

Excellent progress has been made by all pupils who have attended the Title I class. (Principal)

Title I help has been very important and useful for my below-grade-level students. They have truly benefited from the program and the excellent help they have received. (Classroom teacher)

Title I is a very worthwhile program that benefits the students as well as the classroom teacher. (Classroom teacher)

All of my students who attend Title I classes have made significant gains in their weak areas. (Classroom teacher)

This is an excellent program! While working in it for ten years, I have seen a lot of children benefit from the individual attention in both the reading scores and in the growing process. (Title I Paraprofessional)

It would be very unfortunate for many students if the Title I Program is going to be discontinued. It has been so beneficial to the students that participate in it. (Parent)

I feel that Title I has helped my child a great deal. It is a wonderful program. (Parent)

I just like to say thanks for Title I. It really helped my child. (Parent)

Without the Title I program my son would be repeating a year of school, finding his work overwhelming and having a poor self image. Thank you, A Happy Mother. (Parent)

I feel that this is a very successful and very necessary program in the Boston public schools. My

son has benefited and improved immensely from this program. (Parent)

I feel that the Title Program that my child is participating in has been very helpful to her. She has begun to like to read, and I know that without Title I she might still be in the stages of hating to learn how to read. (Parent)

I have seen much improvement in my child's reading. (Parent)

I feel that my son is reading a little better, and his vocabulary has improved also. (Parent)

Parental Involvement: Parental involvement and interest in the Title I program continues as a thorny issue in this program as in many Title I programs. The fact that both parents work is attributed by many as the reason for a low level of involvement. The need for creative solutions to this perennial problem was cited.

Comments:

As usual, parents of good students come, and conversely, parents of the poor students, ones we need to see, don't! (Title I teacher)

Most parents work which explains their not being able to come to many of the meetings. (Title I Paraprofessional)

Outreach is there, but many parents work and are unable to come to meetings. (Principal)

Most parents are working and cannot become involved. (Title I teacher)

It is impossible to interest parents in school activities as most of the mothers work. Title I meetings consist of the coordinator and one mother who have coffee together. This is after notices go out to over 150 children. (Principal)

There should be a planned program for each meeting in order to hold their interest. (Title I teacher)

Perhaps another approach-more informal or more social would work better. (Title I teacher)

Need some way to motivate parents to attend meetings and express interest in their children's progress. (Title I teacher)

There are a lot of parents involved in Title I programs, but there are just as many not interested. We should first educate the parent about Title I and its importance to their child. (PAC Member)

I am involved but I could do better (than) I have been with Title I. (PAC Member)

Please let me have additional information. (Parent)

Maybe I haven't read everything that my children bring in cause if I'm to participate, it's news to me. (Parent)

Observation of Instruction

Each Title I school was visited for the purpose of interviewing teachers and principals and observing instruction in at least one Title I class. A total of 105 classes were observed -- 87 reading and 18 math -- using a specially prepared observation form.

Reading

The distribution of students in attendance in reading classes recorded by the observer is presented in Table 10. The number of students present ranged from 2 to 13 with an average of 6.4. For the most part, classes were divided into two groups, with about four students working independently.

Table 10

Number of Students in Attendance
in Reading Classes Recorded By Observer

Number of Students	Number of Classes
1	0
2	0
3	2
4	10
5	15
6	19
7	20
8	15
9	2
10	1
11	1
12	1
13	1

Figure 5 presents the distribution of classroom activities recorded by the observer for students attending to the teacher or aide, or working independently. The majority of teacher and aide activities recorded were direct instructional activities. Principal activities for teachers were: instructing or demonstrating - 27%; questioning - 24%; supervising student work - 24%; and tutoring - 10%. Few non-instructional tasks were observed. The aides' major activities were: supervising student work - 27%; tutoring - 21%; correcting work - 14%; and questioning - 12%.

The principal student activities when with a teacher were: attending to specific skill instruction - 29%; using worksheets - 15%; and oral reading - 13%. Few non-instructional or unrelated activities were observed.

When with the aide, student activities were primarily: using worksheets - 38%; oral reading - 17%; and attending to specific skill instruction - 16%. Students who were working independently were generally using worksheets or workbooks (43%); involved in non-instructional activities - 18%; or reading silently - 11%.

Examination of the content of worksheet/workbook instruction in the teacher group showed that it was fairly evenly divided among phonics (5%), comprehension (6%) and vocabulary (5%) activities. However, the content of the specific skill instruction provided by the teachers was primarily vocabulary (15%) as opposed to phonics (5%) and comprehension (9%). The content of worksheet/workbook activities under the aides'

Figure 5

Summary of Classroom Observations -

Reading

direction was: phonics (16%); comprehension (15%); and vocabulary (7%). For students working independently on worksheets/workbooks the distribution was: phonics (11%); comprehension (18%); and vocabulary (14%).

Mathematics

The distribution of students attending math classes when observed is shown in Table 11. From four to eight students or an average of 4.8 were recorded in attendance. These classes also tended to be divided into two groups with 2-3 students working independently.

Table 11

Number of Students in Attendance in Math Classes Recorded by Observer

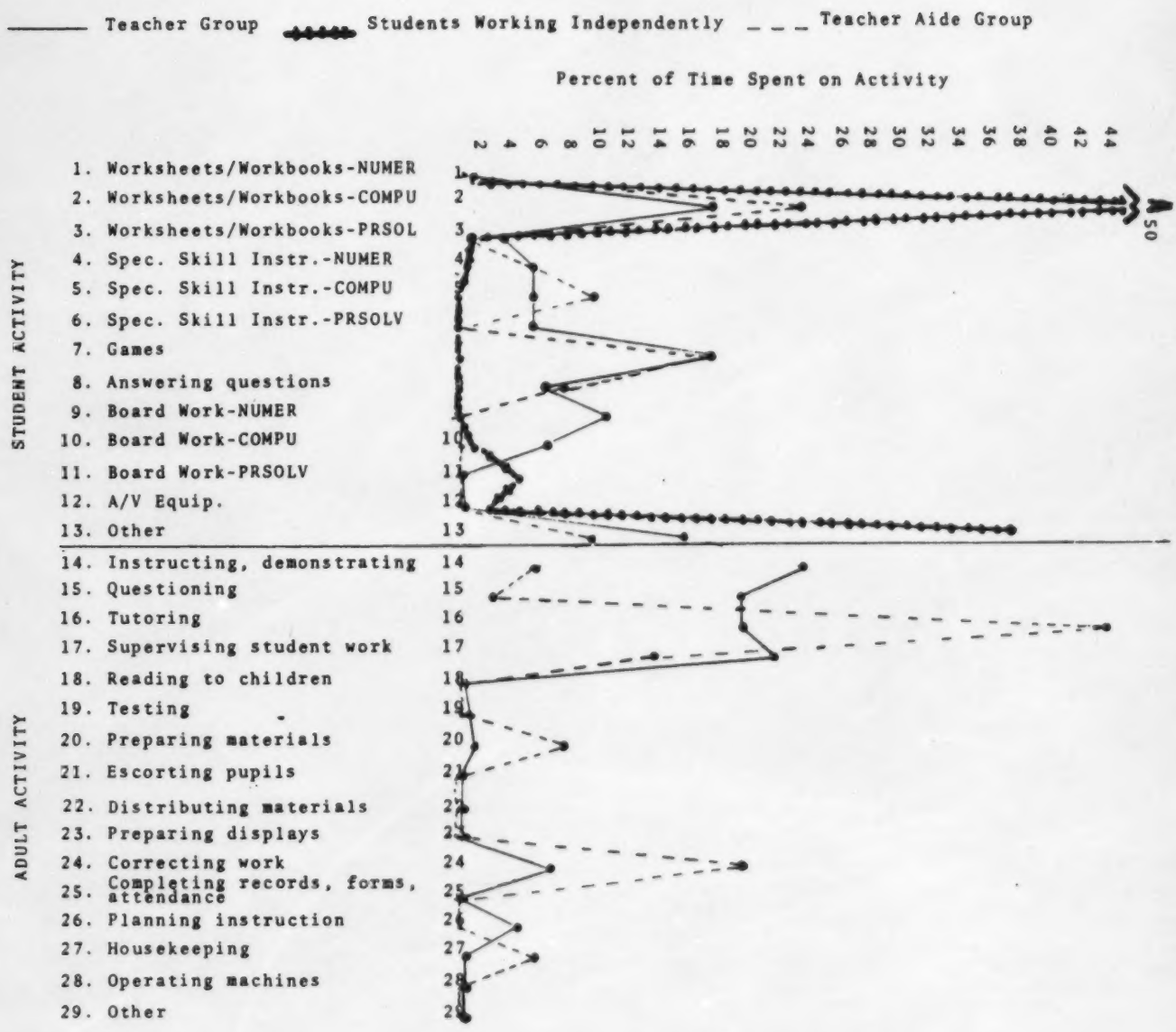
Number of Students	Number of Classes
1	0
2	0
3	0
4	5
5	1
6	7
7	3
8	2

Figure 6 presents the distribution of adult and student activities recorded in the math classes. Teacher activities were primarily instructional and were evenly divided among instructing/demonstrating (24%); questioning (20%); tutoring (20%); and supervising student work (20%). Aides' activities

Figure 6

Summary of Classroom Observations -

Math



were primarily tutoring (44%); correcting work (20%); and supervising student work (14%).

When working with the teacher, student activities were: using worksheets/workbooks - 22%; attending to specific skill instruction - 18%; playing games - 18%; and board work - 18%. In the aides' group students were generally observed using worksheets/workbooks (49%); playing games (18%); or attending to specific skill instruction (16%). Students working independently primarily used worksheets or workbooks (53%).

The content of worksheet/workbook activities under the teachers' guidance was computation (18%) and problem solving (4%). In the aides' groups, it was computation (47%); problem solving (2%) and numeration (less than 1%). For students working independently on worksheets or workbooks the content was computation (50%); problem solving (2%); and numeration (1%). The division of content of the teachers' board work was: numeration (11%); and computation (7%).

Attendance Data

Table 12 summarizes the attendance of students in the Title I elementary reading and math programs. Data were obtained from a sample of 335 student attendance records maintained by Title I teachers.

Attendance data were quite similar for reading and math classes. On the average, students attended about 80% or 103 of the 128 possible days of service between the date enrolled and May 15, the last day of the attendance records.

Table 12

Summary of Student Attendance Data

	Reading Program	Math Program
No. Students in Sample	193	142
Mean Days Present	103.4	103.7
Mean Possible Days	128.7	128.3
Mean % Attendance	80.3	80.9
Percent of Students Enrolled:		
In September	67	61
In October	13	20
After November 1	20	20

PARENT ADVISORY COUNCIL

City-wide PAC

Two Community Relations Assistants and twelve Community Liaison Aides provided assistance in the formation and operation of parent advisory councils. The city-wide PAC consisted of 41 members, representing public and parochial schools in eight of the nine school districts. (District III was unrepresented.) Ten monthly meetings were held this year. Meeting notices were sent out at least one week before each meeting. In the nine meetings for which attendance are available (June 15 attendance data not included), 33 of the members attended at least three of the meetings; only one three occasions were delegates absent from a school district other than District III.

The city-wide PAC is governed in accordance with a set of by-laws. A committee reviewed the by-laws this year and proposed changes were adopted by the district PAC in February. Five elected officers -- President, Vice-President, Recording Secretary, Corresponding Secretary, and Treasurer -- preside, and committees report to the entire Council. This year, seven city-wide PAC committees met. Table 13 presents pertinent committee data. As with the city-wide PAC, committee meetings were well-attended.

City-wide PAC members participated in the training sessions and conferences cited in Table 14.

Table 13

City-wide PAC Committees

Committee	Number of Members	Number of Meetings
Executive Board	7	9
Election	4	2
Dissemination	6	1
Budget	12	6
By-laws	5	3
Research and Evaluation	15	3
Planning	12	6

City-wide and school PAC members formally monitored Title I instruction in 26 elementary schools, after they participated in an orientation to monitoring procedures conducted by the Associate Director of Research and Evaluation for Title I. For the most part, one city-wide PAC member and one school PAC member visited each school. To give parents the opportunity to inspect in detail a variety of Title I schools, only schools not visited in the last two years were selected for monitoring. Table 15 shows the schools and dates on which they were visited.

Table 14

PAC Participation in Training Sessions and Conferences

Training Session/ Conference	Date	Description	Number of PAC Members in Attendance
National Coalition of ESEA Title I Parents. Louisville, Kentucky	10/29-11/2/80	Parents from all over the country receiving and sharing information.	8
State Parent Advisory Council, Annual In-Service Conference. Springfield, MA	11/17 & 11/18/80	Title I projects from Massachusetts shared successful Title I practices	3
Evaluation Conference . Hyannis, MA	2/9 & 2/10/81	Conference centered around (1) Evaluation Techniques and (2) Student Selection Processes.	4
Fiscal Conference Hyannis, MA	3/25-3/27/81	Conference regarding Title I funding.	3
Dissemination Conference. Hyannis, MA	4/27-4/29/81	Conference conducted by Title I Dissemination Office regarding successful Title I practices.	4
Children's TV Workshop. Boston, MA	1/20/81	City-wide PAC Parents were shown how best to utilize children's TV shows to their advantage.	25
City-wide Parent Workshop. Boston, MA	4/9/81	City-wide and Local Parents were updated on Title I.	60
City-wide Parent Workshop. Braintree, MA	6/5/81	Sen. Bill Owens, Keynote speaker, Presentation on Water Safety and Title I High School Program.	36

Table 15

PAC Participation in Classroom Monitoring

School	Date
Adams	May 4, 1981
Bradley	May 4, 1981
St. Lazarus	May 4, 1981
St. Angela	May 5, 1981
Clap	May 5, 1981
Emerson	May 5, 1981
St. Augustine	May 7, 1981
Condon	May 7, 1981
Dickerman	May 7, 1981
Sarah Greenwood	May 7, 1981
St. Peter	May 7, 1981
Beethoven	May 11, 1981
Blackstone	May 12, 1981
Lee	May 12, 1981
Bates	May 13, 1981
Harvard-Kent	May 14, 1981
Garfield	May 18, 1981
Our Lady of the Presentation	May 18, 1981
J.M. Curley	May 18, 1981
Nathan Hale	May 19, 1981
Agassiz	May 21, 1981
E. Greenwood	May 21, 1981
Baldwin	May 26, 1981
St. Gregory	June 2, 1981
Channing	June 10, 1981
Higginson	June 11, 1981

City-wide PAC members were asked to complete a questionnaire about their involvement on the PAC. Twenty-one returned questionnaires. Four of the five PAC officers were interviewed also regarding their work on the PAC.

PAC members rated their participation in the PAC positively: most or all members understood the role of the PAC, approved of the way in which PAC meetings were conducted and of the assistance in forming and operating the PAC rendered by the Community Relations staff; almost all members indicated that they had access to official Title I documents and evaluation reports (most had either read the evaluation report or an abstract of the report), and that they had received enough technical assistance to understand state and federal Title I regulations. Thirteen of the 21 respondents had served on committees. Those who had not served on committees did not want to or were unable to (e.g., illness).

Overall, almost all PAC members felt that they had been given an opportunity to inform the school system about Title I needs in project areas, and that their recommendations to the school administration had received adequate attention. Every member felt that the city-wide PAC was indeed effective as an advisory council.

PAC officers understood their roles, were kept informed of the operational components of the Title I program through school visits, reports, workshops, etc., and described their work on the PAC (receiving and providing information, giving recommendations, etc.) as a decidely positive experience. They saw few weaknesses

in the PAC as an operating body, as long as the PAC was an open forum and parents remained united.

Several members' perceptions of the PAC are illustrative:

> The parents are given a chance to voice their opinions.
>
> It tries to keep parents up to date on what Title I is. Also, it offers workshops to inform parents how to work with their child at home and reinforce what is taught in school.
>
> Each representative of her or his district can bring back information to the schools and tell parents what is happening on a city-wide basis.
>
> Keeping parents well informed as to what is happening in and with Title I, for all concerned and interested parents.
>
> The parents keep on top of their children's rights and education.

School PAC's

In accordance with federal regulations, school PAC's were established at nearly all the elementary schools, public and parochial, as shown in Table 16. The number of PAC members in each school ranged from 1 to 39, with a mean of 10.9. The number of meetings held in each school ranged from 2 to 12, with a mean of 4.7. Finally, the number of members attending at least two meetings of a school PAC ranged from none to 15, with a mean of 5.3.

Overall, it may be concluded that compliance with federal guidelines regarding school PAC's had been observed.

Table 16

School PAC Membership and Attendance

School	Number of PAC Members	Number of Meetings	Number of Members Attending at Least 2 Meetings
Abraham, Henry	5	2	1
Adams, Samuel	15	5	12
Agassiz	19	5	8
Alighieri, Dante	13	5	9
Baldwin, Harriet A.	6	3	0
Bancroft, George	11	7	11
Barrett, David	10	4	6
Barron, Jennie L.	10	3	1
Bates, Phineas	10	3	1
Beethoven	1	3	0
Bigelow	10	6	9
Blackstone	14	6	12
Bowditch	11	4	7
Bradford, William	39	5	0
Bradley, Manassah E.	12	5	4
Brooks, Phillips	5	5	5
Bunker Hill	5	4	4
Channing, William E.	5	3	0
Chittick, James J.	7	4	4
Clap, Roger	2	5	0
Condon, James	9	5	1
Curley, James M.	9	5	9
Dever, Paul A.	17	5	2
Dickerman, Quincy E.	9	5	9

Table 16 (cont.)

School PAC Membership and Attendance

School	Number of PAC Members	Number of Meetings	Number of Members Attending at Least 2 Meetings
Eliot	13	3	10
Ellis, David A.	6	5	6
Emerson, Ralph W.	12	5	3
Everett, Edward	13	5	5
Farragut	9	5	0
Fenwick, Benedict	9	5	4
Fifield, Emily A.	12	6	5
Fuller, Margaret	8	5	7
Gardner, Thomas	5	3	2
Garfield, James A.	13	4	2
Greenwood, Elihu	6	4	2
Greenwood, Sarah	9	12	8
Grew, Henry	9	4	5
Guild, Curtis	5	4	3
Hale, Nathan	9	4	3
Haley, Dennis C.	26	6	0
Hamilton, Alexander	5	4	4
Harvard-Kent	6	3	1
Hennigan, James	10	8	10
Hernandez, Rafael	10	5	9
Higginson, Henry L.	-	-	-
Holland, John P.	8	4	0
Hurley, Joseph J.	13	7	13

Table 16 (cont.)

School PAC Membership and Attendance

School	Number of PAC Members	Number of Meetings	Number of Members Attending at Least 2 Meetings
Jackson-Mann	6	2	1
Kennedy, John F.	16	5	8
Kennedy, Patrick J.	8	4	3
Kenny, Thomas J.	5	4	0
Lee, Joseph	11	5	9
Longfellow	8	5	8
Manning, Joseph P.	11	5	11
Marshall, John	9	4	0
Mason, Samuel W.	13	5	5
Mather	8	4	0
Mattahunt	14	5	14
McKay, Donald	-	-	-
Mendell, Ellis	13	2	0
Milmore, Martin	11	4	0
Morris, Randall G.	14	5	4
Motley, John L.	4	5	2
Mozart	10	7	9
Murphy, Richard J.	11	5	4
Oak Square	13	6	6
O'Donnell, Hugh R.	10	5	5
O'Hearn, Patrick	6	3	0
Ohrenberger, William H.	10	5	10
O'Reilly, John B.	9	6	5
Parkman, Francis	4	4	2
Perkins, Michael J.	7	6	7

Table 16 (cont.)

School PAC Membership and Attendance

School	Number of PAC Members	Number of Meetings	Number of Members Attending at Least 2 Meetings
Perry, Oliver H.	3	5	2
Philbrick, John D.	6	4	4
Quincy, Josiah	14	7	14
Ripley, Sophia W.	9	7	5
Rochambeau	8	3	0
Roosevelt, Franklin D.	6	4	3
Russell, William E.	20	5	7
Seaver, Edwin P.	10	4	8
Shaw, Pauline A.	18	4	0
Sheridan, Philip H.	16	4	9
Stone, Lucy	7	5	0
Sumner, Charles	11	6	10
Taylor, Charles H.	11	5	6
Tobin, Maurice J.	15	8	0
Trotter, William M.	8	4	4
Tuckerman, Joseph	17	4	7
Tynan, Joseph P.	7	6	4
Warren-Prescott	19	4	5
Winship	10	4	6
Winthrop, James	18	6	14

Table 16 (cont.)

School PAC Membership and Attendance

School	Number of PAC Members	Number of Meetings	Number of Members Attending at Least 2 Meetings
Blessed Sacrament	10	4	5
Cathedral	12	6	12
East Boston Central Catholic	12	5	10
Gate of Heaven	6	5	4
Our Lady of Lourdes	18	4	15
Our Lady of Perpetual Help	34	5	6
Our Lady of the Presentation	10	3	4
St. Ambrose	8	4	0
St. Angela	15	6	14
St. Ann	11	4	0
St. Anthony	-	-	-
St. Anthony	-	-	-
St. Augustine	12	5	2
St. Brigid	12	5	11
St. Catherine	14	4	10
St. Columbkille	13	4	6
St. Francis de Sales	-	-	-
St. Francis de Sales	-	-	-
St. Gregory	6	5	4
St. John	15	3	15
St. Joseph	16	4	3
St. Kevin	13	5	9
St. Lazarus	9	3	4

Table 16 (cont.)

School PAC Membership and Attendance

School	Number of PAC Members	Number of Meetings	Number of Members Attending at Least 2 Meetings
St. Margaret	7	5	6
St. Mary	7	5	5
St. Patrick	14	4	7
St. Peter	8	4	-
St. William	24	5	14
Berea	15	4	10
Roxbury Community	9	4	6

RECOMMENDATIONS

Based upon the findings of the evaluation, recommendations are offered below. The recommendations are not meant to resolve major programmatic difficulties since none have been found in this evaluation. Rather they are directed toward refinement of successful practices and toward the expansion of efforts to address issues raised in the evaluation. There is, however, one major recommendation which does not come directly from the findings of the evaluation but arises from anticipated changes in the Title I program next year. These changes are due to a reduction in funding and staffing changes in the program resulting from the system's reduction in force. As a result, the program, which has matured over the past 16 years, may in fact more closely resemble a new program with the usual attendant problems, e.g., a lack of complete understanding of the goals, mis-communication, unfamiliarity with instructional procedures and the like. This anticipated problem is complicated by the recent changeover in staff development personnel. Therefore, it is recommended that the Title I administration make special plans to prepare new staff assigned by thorough orientation and pre-service training sessions before classes begin, by close and frequent supervision in the fall, and by in-service training during the year.

Other recommendations are:

> Continue to refine the student selection process to accommodate Boston's needs, and teachers' and principals' judgments about student performance without sacrificing the

objectivity required by Title I regulations. The generally accepted rule that one does not base a judgment about a student on a single test score should serve as a principle for the selection process. Further, absolute exclusion of students with scores above the 50th percentile may artificially eliminate some students whose scores are not valid.

Reduce the number of students expected to be served to 42 per teacher as in previous years.

Continue to work with teachers in schools where scheduling is a problem, especially to insure that students do not miss major classroom instruction.

Insure that new staff development personnel have a thorough understanding of Title I guidelines and procedures.

Replace the staff development liaison with the parochial schools as soon as possible.

Focus supervision on increasing communication and coordination between Title I and classroom programs.

Provide appropriate opportunities for NCEC Lab teachers to meet for training and sharing ideas.

Continue efforts to increase parental involvement. It may be appropriate to examine the processes of communication with parents currently used, including progress reports and meetings, and to develop a new model to foster parent interest. Solicit input from teachers, parents, administrators, and other consultant experts in this search for new ways to increase parental involvement.

Examine whether communication or other programmatic difficulties exist in the private schools to a greater extent than the rest of the program.